CURRICULUM FOR ENTERPRISING LEADERSHIP
3-YEAR FULL-TIME PROGRAMME

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1) INTRODUCTION

This is the curriculum for KAOSPILOT 3-year full-time “Enterprising Leadership” programme. It has been endorsed by the KAOSPILOT Board of Directors and is valid from August 2016. It replaces the previous version published on the 1st of August 2009.

See the chapter “Date of Validation” for more information concerning how it will be implemented.

The new curriculum is launching in conjunction with KAOSPILOT’s 25th anniversary. It represents the fifth version of the curriculum. This curriculum seeks to evolve and offer our most current and relevant response to the opportunities and challenges of today, while continuing to resonate with the values, traditions and original purpose of the school.

The reason for this undertaking is based on feedback and signals from students, staff, lecturers, collaborators, clients, members of our extended community, and shifts in the market. Alongside these conversations, we were inspired after reviewing the local and international educational system. The curriculum is the result of a two-year research and development process which included intensive interviews and workshops with 100s of alumni, students, staff, members of the guest faculty, members of the board and pedagogical council, along with experts and thought leaders within education and innovation. Furthermore, a review of relevant case studies and literature was conducted. We are grateful for their contributions.

The design question that informed our research and design:

“What should the next version of the KAOSPILOT curriculum contain, in order to best prepare the students to thrive and make a meaningful contribution in the 21st century?”

This new curriculum is characterized by the following changes:

* Re-framing and re-articulating the 4 previous disciplines:
  * The former Creative Leadership discipline is now called the Enterprising Leadership Practice.
  * The other three former disciplines are now referred to as domains: Project Design, Business Design and Process Design.

* Replacing the Competence Model with a more comprehensive “Enterprising Leadership Practice”, consisting of three dimensions: developing Abilities, a focus on cultivating Character, and honing a Sense of Direction.

* Offering a greater focus on integrating and combining the methodologies and theories, within the 3 domains: Project Design, Process Design, and Business Design. The methodologies are curated more, resulting in “teaching less, integrating more”.

* A higher priority on training and practice.
• An updated and refined set of pedagogical principles that inform the design and
development of the curriculum.
• The refinement and naming of the learning process as “Creative Inquiry”.
• A renewed commitment to putting projects in service of creating value, and contributing
to transformation for the common good.
• Providing the students, at an individual and team-wide level, with more responsibility for
their education and learning process.
• A combination of short-term assignments within semesters, and longer-term multi-
semester assignments.

Aarhus, August 2016

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2) OPENING REGULATIONS

The Enterprising Leadership 3-year programme is approved by the Danish Ministry of Higher Education and Science (formerly the Ministry of Science) and holds the status of Private Education.

The Ministerial order no. 130, dated the 20th of April 2006, describes the scope and range for the state support.

The education is structured according to the regulations of The Ministerial order no. 262, dated the 20th of March 2007. The Grading Scale and Other Forms of Assessment is based on the criteria for accrediting professional bachelor degrees in Denmark.

The Enterprising Leadership curriculum is approved by EQUIS, AACSB and AMBA accredited Aarhus BSS, Aarhus University

The cooperation agreement between KAOSPILOT and Aarhus University stipulates how the quality and the value of the education will be maintained and improved. The quality assurance takes an offset in the evaluation of KAOSPILOT education, conducted by the Danish Evaluation Institute (EVA) in 2004 and 2014.

3) KAOSPILOT

KAOSPILOT is a self-governed institution situated in Aarhus, established in 1991. It serves as an education platform and community for creative leaders, social entrepreneurs and change-makers alike. KAOSPILOT offers a variety of programmes, including our flagship 3-year Enterprising Leadership Programme. KAOSPILOT also runs a creative agency and a project space.

The purpose of the KAOSPILOT institution is:

“To foster leaders to fully realise themselves as they contribute to transforming the world for the better”.

KAOSPILOT aspires to be the best school for the world by developing leaders who are courageous, creative and committed in their pursuit of making the world a better place.
4) PROFESSION

A Kaospilot is a graduate from the 3-year flagship Enterprising Leadership Programme. It is someone who takes initiative and is open to exploring the potential of any given opportunity, challenge or situation. They navigate complexity and ambiguity with patience and a sense of groundedness, confident they will find a way forward. It is someone with a deep sense of personal agency who seeks to collaborate with others and put themselves in service of a bigger agenda.

A Kaospilot is trained to develop ideas and solutions that are original, relevant and that serve multiple needs. These needs include those of their clients, their collaborators, and the needs of the communities involved in their work. This holistic view is part an agenda to contribute to the broader change that is needed in the world. A Kaospilot is not only trained to develop ideas, but to implement and execute them. They know how to plan, adjust, experiment, tinker and do whatever is needed to make them a reality. Working with people is central to being a Kaospilot. They have honed the needed skills to collaborate with many individuals, groups, institutions and communities of sorts. They are empathic communicators, capable of hosting and facilitating spaces where people can come together and find common ground around what matters.

A Kaospilot is not limited to one field, industry or profession. Some apply their craft within companies, civil organisations, government or the cultural sector. Others are driven to create their own start-up or social enterprise. Others work primarily with culture and large-scale projects. The common thread is value creation and being in service of the change that is needed, along with the individual’s excitement and motivation.

A Kaospilot is trained to work across disciplines and fields and is capable of combining and integrating widely varying knowledge sets, abilities and competencies. The curriculum offers a transdisciplinary platform where the students are introduced and trained to apply theories, concepts, and methods from the following fields:

Leadership, project management, design (including design thinking, and design research and foresight), entrepreneurship, product development, sustainability and social innovation, education, arts and culture, politics, branding and communication, process leadership and organization development, community and development work. The students learn to integrate these schools of thought, and bodies of knowledge into their own projects and ventures.

There are many paths and opportunities for a Kaospilot.
5) PROGRAMME

The KAOSPILOT Enterprising Leadership Programme is a three-year training space and community where the students can experiment, explore, inquire, practice, learn, perform and create value together, as they develop themselves and their professional practice.

5.1) PROGRAMME MISSION

The mission of the programme is to develop motivated and talented leaders who are committed to realising their visions and values, while developing abilities, attitudes and knowledge to make a positive difference in the world.

The programme is committed to and radically in service of the students cultivating a sense of personal agency and possibility to make a meaningful contribution in the 21st century.

5.2) THE PRACTICE OF ENTERPRISING LEADERSHIP

Enterprising Leadership Practice (ELP) is the practice that is trained by the students at KAOSPILOT. It is the practice of identifying and realizing opportunities and potential within a given context that create holistic value and benefit for those connected people and communities.

The programme’s ELP philosophy and framework has evolved over 25 years of praxis, combining the experience of our vast and diverse faculty of educational practitioners with a broad yet coherent theoretical foundation. These include various schools of thought within philosophy, psychology, action research and learning. The worldview draws inspiration from humanism while seeking to combine it with a systemic and relational view of social and natural systems (see Section 6.2 for a more detailed description) in order to realise this potential and value. The ELP consists of three dimensions, which are trained and practiced by the students:

- Developing Abilities
- Cultivating Character
- Honing a Sense of Direction
DEVELOPING ABILITIES

The practice is centered around the following six generic abilities:

Imagination, Action, Communication, Sensemaking, Collaboration and Learning.

These abilities are cultivated and developed because they are seen as essential to realising ideas, potential and value creation. The abilities are trained as an interconnected system. They are cultivated and demonstrated in a variety of contexts, depending on the assignment or task. In each setting, the students ask themselves, “What does it mean to effectively actualize this ability (for example Collaboration), in this context”? A strong conceptual and methodological foundation is offered by various types of peers, teachers, guides and mentors in order to support the development and demonstration of the students’ abilities.

CULTIVATING CHARACTER

At KAOSPILOT, we view leadership as more than a matter of ability or skills. Cultivating character is a crucial area of development for leaders. We look at the cultivation of character in
various ways. This includes the cultivation of values-based leadership as well certain virtues (for example honesty, integrity and authenticity), and a considerable focus on attitudes. Attitudes can be defined as “a position assumed for a specific purpose” or “a feeling or way of thinking that affects a person’s behavior”. Attitudes can be trained and practiced, becoming “more fit” in terms of how we respond to these challenges. Similar to abilities, these attitudes are generic and situational and will depend on each individual, and our attitudinal response, to a given situation. It is a continuing process of exploration and inquiry. Key attitudes of an enterprising leader include— but are not limited to—courage, curiosity, empathy, lightness, patience, humility, boldness, and generosity.

**FINDING YOUR WAY: HONING A SENSE OF DIRECTION**

A key focus and essential practice of the programme is finding one’s way in the world. It is imperative for entrepreneurs and changemakers to have a clear sense of direction for themselves and their work. It is equally important in the pursuit of leading a fulfilling life. The world today could be characterised as being full of greater opportunities and possibilities than other moment in history, while simultaneously being full of even more contradictions, uncertainties and challenges. The education offers a space for exploration, experimentation, inquiry and discovery where the students work towards a greater sense of clarity around key themes. These themes include their higher pursuit; what their work is and how they could make a living, what kind of change they would like to make in the world; and what kind of community can best support them in their pursuits.

**5.3) THE DOMAINS**

The Enterprising Leadership Practice (ELP) unfolds in three domains.

The three domains are:

**Project Design**: a unique combination of disciplines and traditions that support the students in developing ambitious ideas and concepts from conception to realisation. These include Traditional Project Management (PM), Dynamic and Agile PM, Design and Design Thinking, Leadership and Team Building, Visual Literacy and Sensemaking.


**Business Design**: a unique combination of disciplines and traditions that support the students in creating value and contributing to change in the world through the creation of start-ups, initiatives within existing organizations, or enterprising projects. These include Business Model Design, Prototyping, Marketing and Branding, Entrepreneurship and Regenerative Approaches to Entrepreneurship and Business.

These domains provide the context and setting that anchor the ELP and allow it to be manifested. These domains contain various key elements including methods, theories, practices and other
knowledge. They are also included by communities of practitioners, collaborators, clients, teachers and mentors for the students to create with and learn from. They contain cultures, traditions and professions, which offer shape, consistence and form to support the student’s learning. They provide the setting for the student’s assignment and projects where their leadership becomes grounded, specific and real.

The education is transdisciplinary and the students shall learn to combine the knowledge and methods across the domains into their Enterprising Leadership Practice.

5.4) PROGRAMME LEARNING OUTCOMES

The Enterprising Leadership Programme curriculum seeks to prepare the student to lead lives with fulfilling, creative and successful work, along with an overall sense of purpose and direction. Upon graduating from the 3-year Enterprising Leadership Programme, the students should possess the following:

- A clear sense of direction, including what their higher pursuit is and how it connects to their work and making a living.
- A clear sense of what their skills, abilities and talents are, and how to apply them in their work along with a platform for further growth and development.
- A clear and holistic understanding of how to create value and change in their work.
- The ability to develop and realise visions, ideas and concepts.
- The ability to develop and deliver projects at various scales and levels of complexity.
- The ability to understand what transformational change is and how to make it happen with people, organisations, and communities in a broader systemic or societal sense.
- The ability to foster and build healthy relations and collaborations in community and organisational life.
- A practice for cultivating a strong, resilient character and the capability to face tough challenges and setbacks.

The students should develop a 21st century literacy that allows them to investigate, read and understand patterns, trends and tendencies, including ecological, media, and technological literacy.
6. PLATFORM

The following section explains the overall pedagogical philosophy at KAOSPILOT and how it is applied. The following elements are described in the subsections below:

6.1) Enterprising Leadership Practice Framework
6.2) Pedagogical Philosophy
6.3) Learning Process
6.4) Reading and Learning Material
6.5) Learning Community & Roles
6.6) Running the Community

The programme focuses on providing the student with a holistic approach towards the development of knowledge, skills, competencies, values, attitudes and behavior that promote creativity and enterprise. The programme’s fundamental approach to teaching is therefore based on promoting learning through reflection over practice. The programmes pedagogical focus is on the dynamic interplay between practice and theory, that in order to “grasp something, you have to grab it”, and on developing the person as a whole.

6.1) ENTERPRISING LEADERSHIP PRACTICE FRAMEWORK

The framework of the Enterprising Leadership Practice (ELP) is how the Enterprising Leadership comes alive in practice and its plays a central role in informing the design of many elements described in this and further sections of the curriculum. Supported by the framework, the programmes learning design seeks to create conditions where the students, both as individuals and as a community, can develop their practice. This includes developing skills and abilities by cultivating appropriate attitudes and by finding their way.
The programme is designed around the development of the Enterprising Leadership Practice; it sees professional and personal development as inseparable. The learning process, outlined in section 6.3 is aimed at developing and cultivating the following abilities, attitudes and sense of direction, which is explained hereunder in greater detail.

**ABILITIES**

![Diagram of Abilities]

**IMAGINATION ABILITIES**

Imagination requires the ability to envision, conceptualise, and shape ideas, dreams and realities. It is also the ability to translating patterns across contexts and synthesising and making new combinations. The notion of imagination is nested, meaning the students are encouraged to imagine new realities at the level of a specific project or task, but also to cultivate the capacity to imagine possibility at a scale beyond what is immediate, such as a city, a region or at an international scale. The practice involves not only refining the quality of one’s ideas, but also challenging and stretching our notions of what lies beyond obvious possible. Specific skills that are trained include sketching, ideation, synthesis, conceptualizing patterns, and cultivating sensitivity to beauty and creative confidence.

**ACTION ABILITIES**

This includes the ability to convert values, visions, knowledge, insight, experience and situational understanding to practical and goal-oriented action. It means the ability to display initiative, to set goals, prioritize and make decisions. It is the quality of resourcefulness and tenacity. It is about
effectiveness and getting things done. Situational awareness and practical judgement, what the Greeks called “Phronesis”, where one develops good instincts about the right thing to do in a given situation. Related skills include project and process leadership and management, strategy and strategic planning, prototyping, tinkering and experimenting.

SENSEMAKING ABILITIES
Sensemaking comprises a crucial set of research-based abilities, including interviewing, observing, recording; analysing and synthesising; and communicating data, findings and insights. It is the ability to practice judgement and discernment, as well as clear thinking. It is both a creative and analytical process, which is supported by the virtues of inquisitiveness, openness and humility.

COMMUNICATION ABILITIES
A key ability for changemakers in The ELP is the ability to communicate. This ability is a keystone to the effective practice of all of the other abilities. The ability is containing both as a way of gaining understanding and learning, as a way of fostering relationship and collaboration and also as a means to execute, coordinate, advocate for ideas and goals. It is comprised of specific skills such as oral communication, visual sensemaking, facilitation and storytelling, presentations and public speaking, written communication, listening and branding.

COLLABORATION ABILITIES
This is the ability to form and maintain relations and collaborations. This includes the ability to interact with and constructively relate to other people. The ability to collaborate on common assignments and goals, to create and maintain contact and trust, to understand and respect others’ needs and interests. It also means to develop and make use of influence and communication channels, to work with and resolve conflicts as well as to practice personal assertiveness. Other skills include empathy, contracting, and using clear language in a way that fosters commitment and clarity.

LEARNING ABILITIES
The ability to learn and to learn how to learn, - developing and refining the student’s practice! This includes the ability to think in new terms and the ability to learn and learn quickly. It refers further to the ability to manage ambiguity, complexity and turbulence. The ability to learn is supported by an understanding, both theoretical and applied, and the ability to adjust and or unlearn inappropriate habits. It is the curiosity and a desire to experiment, the ability to focus on possibilities rather than problems, and to combine competencies from various areas. Related skills are Inquiry; cultivating a practice and training regime; journaling, reflection, harvesting.
CHARACTER: A QUESTION OF ATTITUDES

Cultivating character is crucial to being a strong leader. One of the key areas of focus of the program is the cultivation of certain attitudes that can help a leader to respond to challenging situations. These attitudes are generic and situational and the manner in which they are practiced will depend on each individual and the given situation. It is a continuing process of exploration and inquiry. Key attitudes of an enterprising leader include courage, curiosity, empathy, lightness, patience, humility, boldness, and generosity.

SENSE OF DIRECTION

Throughout the programme, the student will explore what it means to find their way, and how the student can come to a sense of direction for a future platform both on a personal and professional level. This area of the ELP framework draws on knowledge and methods from various fields and disciplines, which support the students in making sense of their journey, nested within social and natural systems. These include sociology, history, philosophy (both ancient and modern traditions), leadership theories, psychology and coaching. Inquiries are carried out on various levels and woven into the assignments, guidance sessions and evaluations that are undertaken and framed by these dimensions:

- What is the student’s higher pursuit? That which makes them come alive, which motivates them and which they believe is most worth doing, that is also making a meaningful contribution to the world?
• What is their work?
• How could they go about making a living out of their craft?

6.2) PEDAGOGICAL PHILOSOPHY

The Enterprising Leadership Programme’s pedagogical philosophy seeks to identify some of the recurring and coherent patterns and themes that describe how the learning community at KAOSPILOT is experienced and we understand, learn and develop, within the broader world. These beliefs are outlined in the following statements:

Beliefs about the world

• The world and societies are evolving and are in a state of constant change.

• The world is comprised of interconnected and nested systems, and that there is no clear distinction between natural and social systems. They are nested within each other. Human flourishing, both individually and in the flourishing of groups and societal occurs within natural systems. The flourishing of humanity is dependent on healthy and vital natural systems.

• The world is comprised of various nested and interacting complex and dynamic systems. Complexity and Living Systems Theory inform our view of how individual groups, institutions, society and the natural world interact and how change happens in the world.
Beliefs about humans

- Humans have agency, meaning that they have the ability to realise themselves and contribute to the world. They can take responsibility for themselves, their reactions and their actions in the world. People are creative, resourceful and whole.

- Humans are born with the capability of learning; that learning is a continuous process. Additionally, humans have personal agency.

- Individuals are also nested within communities, places and nature. We thrive best relationally, rather than as isolated individuals, and we should be considerate of others as we work towards cultivating our own agency.

Beliefs about how we learn

- Learning takes place in communities, groups and ensembles.

- We learn better with a high degree of ownership and responsibility towards what and how we learn, and the learner should be placed in ambiguous and challenging situations.

- Learning and creating are interconnected activities, thus learning should be experiential, engaging and meaningful. Learning should include development of the intellect, skills and abilities, as well as cultivating character.

6.3) LEARNING PROCESS

LEARNING PRINCIPLES

Aligned with the beliefs listed in the previous section, the programme seeks to create a dynamic, holistic and intensive space and setting where learning, creation and community life can flourish. The numerous design elements that make up the curriculum and the running of the programme, are inspired by and carried out according to the following principles:

- The uniqueness of each student should be respected and his or her potential developed, within a coherent and shared learned space.

- The student is responsible for their learning process and journey throughout the education. Each student is responsible for making the community shine.

- Learning occurs best when learners are actively involved and engaged. Learners are the makers of meaning and knowledge.
• Learning should combine exploration, practice, creation, performance and reflection.
• Learning involves the whole person: body, mind, emotions and character.
• Learning is seen as a lifelong process that continues after graduation.
• The learning space should be experimental where both learners and teachers take risks.
• The learning process and curriculum should be flexible, open, and unfold according to new developments, discoveries and possibilities.

CREATIVE INQUIRY: HOW THE STUDENT PRACTICE AND LEARN

The learning process that the students carry out in their work and assignments is called Creative Inquiry. It is a process that is intended to be holistic, that involves exploration, creation and reflection and includes three ways of knowing and learning:

• Conceptual and theoretical knowledge
• Methodological and practical knowledge
• Phenomenological and experiential knowledge

Along with the specific themes and topics that are explored, there are recurring themes, issues and questions, which any change maker or enterprising leader will face. They cut across the Enterprising Leadership practice and the three overlapping domains, and are also what connects them together. Throughout the programme, the following questions are investigated through a process of creative inquiry:
1. **Finding Your Way** - What does it mean to find your way, and how can you come to a sense of direction?

2. **Creating Value** - What is value, and how do you create it?

3. **Contributing to Transformational Change** - How can you contribute to the transformative change needed in the world?

4. **Fostering Effective Collaborations** - How can you foster effective collaborations in community and organizational life?

5. **Practicing Entrepreneurship** - How should we practice entrepreneurship and business in the twenty-first century?

6. **Living Our Time** - What is the nature of the time we are living in, and what does this mean for how we live?

The following actions and activities take place, in some form, in the assignments the students carry out. Depending on the nature of the assignment, and the domain they are working in, the activities may be sequential or parallel (or a combination of both). The following elements, or activities, allow for the students to create a specific “situational methodology” for their projects, which are made up of specific methods and theories, based on the particulate demands of the assignment and the make up of the team: Sensemaking, Researching, Skill Development (practice and training), Planning and Preparation, Pre-jecting (forming agreements and alignment among collaborators and stakeholders), Idea and Concept Development, Experimentation and Prototyping, Refinement and Delivery, Internal and External Evaluation, Learning, Reflection and Harvesting, and Publishing.

### 6.4) READING AND LEARNING MATERIAL

The programme is an international programme and, as such, will seek to draw mostly upon international examples and resources. However, Danish and Scandinavian experiences, settings and arenas will be used actively.

The learning material is presented in component descriptions for the specific component. Changes may arise in a component and, as such, the reader should consult the appropriate indicative reading list for the year in question.

The programme builds on the notion of students taking responsibility for their own learning, thus the students are expected to actively find reading and learning material that suits their learning style for the indicative reading and learning materials.

### 6.5) LEARNING COMMUNITY & ROLES

The learning process and curriculum are based within a community of students, internal staff, guest faculty, clients and collaborators, mentors, alumni and practitioners. Within the teams,
learning occurs at various nested levels: the individual, group level, team-wide level and the level of the entire community.

**INDIVIDUAL, GROUP AND TEAM**

Each year’s class is called a team, and is given a number: ex. Team 16 as the 16th class. A team consists of approximately 35 students. Each team stays together the entire three years of the education. Within the structure and context of the team, each student has a strong level of individual responsibility for their own learning and how they should apply and develop their learning platform, as well as shared responsibility for collaborating with their peers and supporting a vibrant learning environment within the team.

**TEAM**

The word team, in this context, is a generic term for the group or cohort of students, and the team may form around various types of collaboration structures, depending on the nature of the assignments they are carrying out. Examples may include ensembles, communities of practice and an organization. In the context of carrying out the assignments of each, the most common collaboration structure is a project-based “learning organisation”. The team has the responsibility of forming and maintaining an organisation for solving tasks and assignments on a team level. This level of responsibility offers a complex and vital challenge within the education and plays an important and explicit part of the learning for the students, offering ample opportunity for practicing leadership and co-creation. The team constitutes the learning environment for the students as an entity; the team holds responsibility for building and maintaining a culture conducive for learning and growth for all team members.
PEER LEARNING SET-UP
As a community and team-based education that places a lot of emphasis on individual responsibility, peer learning is an essential element. Framed and supported by the ELP framework, students support each other in cultivating their abilities, attitudes and honing their sense of direction. Specific activities include peer assessments, coaching and co-inquiry, dialogue and reflection. Peer learning can either take place in informal and short-term constellations, or more formal and long-term constellations, such as learning groups.

INTERNAL FACULTY: THE TEAM LEADER
An internal faculty of educators, named Team Leaders, supports the students. They collaborate together and in partnership with the team to design, develop and deliver the learning and creative platform of each semester. The Team Leader position is a unique position to the KAOSPILOT Enterprising Leadership Programme and consists of the following roles and responsibilities. The responsibilities or roles that each Team Leader have depends on the particular situation and time of the semester and how they are shared among the Team Leaders, who work in close collaboration.

- **Educational design:** Designing the overall learning processes for teams of students, in accordance with the curriculum. Maintaining an overview of the design across the entire three-year education.
- **Planning:** Planning and organising the execution of the education, including administrative assignments.
- **Hosting the programme and learning process:** Hosting the team and supporting the creation of a coherent flow, or “red thread”, of their semester. Hosting the overall learning process, as well as hosting the external faculty. Additionally, designing and facilitating evaluations of various kinds. Supporting the development of a vibrant and healthy team culture. Handing over more responsibility of sensemaking to the students over time are generally stronger early on in the education.
- **Guidance and coaching:** Supporting the students in their work with projects and assignments as they develop their Enterprising Leadership Practice.
- **Opportunity development:** Finding opportunities to connect with relevant projects, persons and institutions. Creating opportunities for students to gain practical experience and relevant connections.
• **Community building:** Both formal and informally, contributing to the vitality of the overall KAOSPILOT community and culture.

**ELP GUIDANCE**

Guidance is a central element in the relationship between the student and the Team Leaders, as well as other teaching staff who are primarily in charge of the guidance. The overall purpose of a guidance session is to support the students in creating a learning platform and creating a practice as enterprising leaders that is supported, but not limited to, the ELP framework. Guidance is meant to heighten the student’s abilities and character, with regard to taking charge of their own study-related development, thereby optimizing their learning process. It can best be described as an approach that is aimed at helping people to learn, rather than merely teaching them. There are different types of guidance: individual or group, assignment-related or more generally focused on developing their enterprising leadership practice.

Guidance is characterised by:

- Focusing on the student’s own practice and experience of a situation.
- Aiming to support the student’s abilities, character and sense of direction.
- The sessions are based on reflective conversations.
- The starting point being the student’s particular situation.
- The agenda should reflect the student’s agenda and what is important to their learning and development.

A relationship is established in the guidance session that enables the student to reflect, understand and act with regard to the situation that is relevant for his or her own learning and performance.

**EXTERNAL FACULTY**

The programme makes use of a variety of different contributors, with the purpose of giving the students access to a broad spectrum of expertise, and connection to a wide range of practitioners as both teachers and role models.

- **Guest teachers & trainers:** External teachers and trainers carry out most lectures and workshops. The content of lectures and workshops are decided upon in collaboration between internal faculty (Team Leaders) and the external contributors, and often training in material related to the domains.

- **Mentors:** Students are explicitly encouraged and required to find mentors for projects as well as their individual learning processes.
• **External censors:** Censors assist in the assessment of the result and learning that the students create. These are chosen for their appropriate level of knowledge about the type of skill and competence that the programme wishes to produce, as well as their expertise within the field in focus for the assessment.

• **Collaborators and clients:** Due to the practical nature of the education, the students are in close contact with a wide range of external parties.

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**6.6) RUNNING THE COMMUNITY**

**CULTURE AND COMMUNITY**

Participation in maintaining and developing the community is an inherent part of the education, meaning students are required to contribute to the wide variety of activities that take place within the KAOSPILOT community. Actual participation in the community is an important part of the training. It contributes to building the students' network as well as offers various opportunities for building skills and competencies for collaboration. Increasing the agency of the community members and strengthening the relationships in our broader community are two of the most vital aims of the education. A key objective at the KAOSPILOT is learning how to cultivate healthy relationships and build community.

The community comprises of staff, current students, alumni, external faculty and various project collaborators. The community hence offers a wide range of opportunities for mutual learning, sparring, and inspiration, and relies on community members actively contributing to it. This gives enrolled students the opportunity and responsibility to co-create a community that is valuable for all of its members. Students are encouraged to take initiatives that support the community and are also required to display respect and consideration to other community members.

**RUNNING OF THE SCHOOL**

Students play an important role in the daily operations at the school premises. Administrative staff members have overall responsibility for the premises, and students are expected to see themselves as contributors to the everyday operations in practical aspects.

**SPACES AND SETTINGS, INCL. TAKING CARE OF THE SCHOOL**

As members of KAOSPILOT community, students are expected to be respectful of the physical frames. Initiatives to beautify and make the spaces more functional and inviting are welcome. Students are required to assist in keeping the school premises tidy and clean, as they are the shared commons and work environment for many people.
HOSTING
The purpose of hosting is twofold: to support the learning environment, as well as train the leadership and management skills involved in creating physical and mental spaces conducive to learning and development.

SCHOOL WIDE EVENTS
There are a wide variety of events taking place every year. A majority of them are traditions, and include the enrolled students in the planning, designing and execution (for example, celebrations) of new teams and graduating teams.

STUDENT BOARD
The students are expected to form a representational organisation in order to coordinate activities between the student body and the staff. The purpose of the student board is to represent the student “voice”. The board’s primary assignments are to organise and lead a structure, for example, school board representative, community learning, and crossover activities. It is the student’s’ responsibility to ensure a committee, with which the staff can communicate around initiatives and practicalities.
7) PROGRAMME STRUCTURE

The Enterprising Leadership is a three-year, full-time programme divided into six semesters. Each year corresponds to 60 points in the European Credit Transfer System (ECTS) and each semester lasts 19 – 21 weeks.

The semesters have to be followed by the student in chronological order.

The programme is integrative and multidisciplinary in the sense that it draws upon different traditional disciplines and combines aspects of these with new approaches in the core Enterprising Leadership Practice and the domains.

The education is organised around the Enterprising Leadership Practice and three domains where the practice occurs. The domains are interrelated and allow for new combinations in practice, and they encourage multidisciplinary approaches in how the students apply the content from one domain within another.

The three domains are:

- Business Design (BD)
- Process Design (PD)
- Project Design (PJD)

The Enterprising Leadership Practice and domains - Business Design, Process Design and Project Design - are divided into 18 components in total.

All 18 components are integrated with each other in the work and learning journey of the programme. The 18 components are split as followed: Six components about the review and evaluation of the Enterprising Leadership Practice, named as ELP 1-6, with one component for each of the six semesters. The three domains have four components, each split over the six semesters, named as Business Design (BD) 1-4, Process Design (PD) 1-4. Project Design (PJD) 1- 4. Each of the 18 components deepens the knowledge, abilities and attitudes of the students in an integrative and complementary way.

The following table offers an overview of the semester components and ECTS for each component:
<table>
<thead>
<tr>
<th>SEMESTER 1 “E.L. FUNDAMENTALS”</th>
<th>ECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>PJD 1 – Fundamentals: Practice, Teamwork &amp; Value Creation</td>
<td>10</td>
</tr>
<tr>
<td>PD 1 – Collaborating: Organisation Design &amp; Creation</td>
<td>10</td>
</tr>
<tr>
<td>ELP 1 – Practice Review &amp; Evaluation</td>
<td>10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SEMESTER 2 “VALUES AND VALUE”</th>
<th>ECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>PJD 2 - Creativity, Design &amp; Communication</td>
<td>10</td>
</tr>
<tr>
<td>BD 1 - Value Creation &amp; Transformation</td>
<td>10</td>
</tr>
<tr>
<td>ELP 2 – Practice Review &amp; Evaluation</td>
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<thead>
<tr>
<th>SEMESTER 3 “OUTPOST”</th>
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<tbody>
<tr>
<td>BD 2 - Value &amp; Innovation</td>
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<tr>
<td>PD 2 – Organising &amp; Collaboration in a New Context</td>
<td>10</td>
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<tr>
<td>ELP 3 – Practice Review &amp; Evaluation</td>
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<table>
<thead>
<tr>
<th>SEMESTER 4 “HONING YOUR CRAFT”</th>
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<tbody>
<tr>
<td>BD 3 – Business &amp; Organisations within 21st Century</td>
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</tr>
<tr>
<td>PJD 3 – Craft &amp; Work</td>
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<tr>
<td>ELP 4 – Practice Review &amp; Evaluation</td>
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<table>
<thead>
<tr>
<th>SEMESTER 5 “LOCAL TRANSFORMATIONS”</th>
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<tbody>
<tr>
<td>PJD 4 – Local Possibilities</td>
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<tr>
<td>PD 3 – Co-creating Social Change</td>
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</tr>
<tr>
<td>ELP 5 – Practice Review &amp; Evaluation</td>
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<table>
<thead>
<tr>
<th>SEMESTER 6 “FINAL PROJECT”</th>
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</thead>
<tbody>
<tr>
<td>PD 4 - Enterprising Leadership</td>
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<tr>
<td>BD 4 - Sustainability &amp; Impact</td>
<td>10</td>
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<tr>
<td>ELP 6– Practice Review &amp; Evaluation</td>
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</table>
8) PROGRAMME CONTENT

SEMESTER 1 - Components

<table>
<thead>
<tr>
<th>Component</th>
<th>ECTS</th>
</tr>
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<tbody>
<tr>
<td>PJD 1 – Fundamentals: Practice, Teamwork &amp; Value Creation</td>
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<tr>
<td>PD 1 – Collaborating: Organisation Design &amp; Creation</td>
<td>10</td>
</tr>
<tr>
<td>ELP 1 – Practice Review and Evaluation</td>
<td>10</td>
</tr>
</tbody>
</table>

PROJECT DESIGN 1 (PJD1) - FUNDAMENTALS: PRACTICE, TEAMWORK & VALUE CREATION

The component is organised as a boot camp, filled with fundamentals of knowledge, methods and tools within Enterprising Leadership. It provides the student with a platform in developing, organising and leading various types of projects. A large emphasis is placed on design, research, design thinking, and idea development. Emphasis is also placed on project leadership and management, the dynamics and dimensions of collaboration in smaller project teams, and the team overall. Finally, focus is placed on creating value and impact and understanding value holistically. The training combines lectures, workshops and numerous parallel projects.

PROCESS DESIGN 1 (PD1) - COLLABORATING: ORGANISATION DESIGN & CREATION

The component provides the student with fundamental theoretical and applied understanding of organisational design and development. Theory and concepts are combined with practical training, in order to be able to create, form and staff an organisation. The students will create the first version of their own project-based-learning organization. Emphasis is placed on how to broaden the students' knowledge about how to sense, understand and communicate the learning, the process and results of organizational design, development, operation and leadership. Furthermore, they are introduced to some basics of facilitation and hosting learning processes. The work is carried out dynamically with complex and challenging collaborative assignments.

ELP 1 – PRACTICE REVIEW & EVALUATION

The ELP 1 – 6 components all have a similar build up, though each have specific focuses depending on the previous component in the semester. Themes, skills and knowledge specific to the domains and the assignments of the semester are incorporated into the specific ELP component. An overall introduction will follow in this section and won’t be repeated under ELP 2 - 6; only the specific focus for the ELP component will be presented.

The ELP components provide the student with an introduction to the Enterprising Leadership Practice (ELP), an opportunity to practice and develop it throughout the semester, and an opportunity for the student to review and evaluate progress with their Team Leaders, peers on the team and with external partners. The ELP components serve as a map and compass to help the students to orient themselves in the education and take responsibility and initiative in their learning. Frameworks are introduced and integrated into the students’ practice regarding the three dimensions of the ELP: Developing Abilities, Cultivating Character, and honing A Sense of
Direction. The ELP review and evaluation is meant to provide a consistent and iterative framework, where the students can return to the same themes and review the progress, during each semester. The evaluation occurs on individual, group and team/organisation-wide levels.

As a central part of the programme, each student is exposed to different challenges and work on a number of assignments and projects, either by their own making, or provided by the school. As such, each student will develop a portfolio of projects, which reflect the experiences gained, the methodologies, abilities and attitudes acquired, as well as the network created, during the course of their education. The portfolio, therefore, provides a strong testament of what the students are able to do and have to offer to future clients and employers. The creation and maintenance of the portfolio is an integrated part of the ELP.

ELP 1 focus:
The component provides an introduction to central theories surrounding leadership and organisations. Personal leadership is addressed and the students learn models and techniques for developing their own abilities and attitudes.

**SEMESTER 2 – Components** | **ECTS**
---|---
PJD 2 – Creativity, Design & Communication | 10
BD 1 - Value Creation & Transformation | 10
ELP 2 - Practice Review and Evaluation | 10

**PROJECT DESIGN 2 (PJD2) – CREATIVITY, DESIGN & COMMUNICATION**
The component provides the students' knowledge and skills concerning developing, organising and leading projects. The thematic focuses are on creativity, and the design and communication of different concepts, processes, methods and techniques. The emphasis lies on experimenting with different approaches when working. The student should be able to constructively go about realizing an enterprising project, and communicate the results and approaches convincingly. Furthermore, the aim is to work with clients and stakeholders more thoroughly, thereby increasing the students' understanding of how to work with professional relations.

**BUSINESS DESIGN 1 (BD 1) - VALUE CREATION & TRANSFORMATION**
The component provides the student with a fundamental introduction to the elements of understanding, creating, running and developing a business as well as a holistic understanding of how creativity and innovation can contribute to, and is a driver, for developing businesses on a commercial or social level. Emphasis is placed on the challenges and opportunities a business goes through and how to create value and impact in a sustainable way. Furthermore, it is an introduction that provides a basic understanding of the reality of business life and a language to navigate within business. The concept of strategy and strategic planning are introduced. The student will train by exploring needs, problems and opportunities, and develop a capability to work within a business context, as well as gain an in-depth understanding of an enterprising project.
ELP 2 - PRACTICE REVIEW AND EVALUATION

ELP 2 focus:

Over the course of the first year, the students are trained in reflection and analysis during practice, as well as measuring outcomes and competence development, and doing learning plans for further semesters. It comes into play especially in relation to evaluation of the organisation, how the students has managed to handle its assignments of the organisation, and the further development of the organisation.

SEMESTER 3 - Components

<table>
<thead>
<tr>
<th>Component</th>
<th>ECTS</th>
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</thead>
<tbody>
<tr>
<td>BD 2 - Value &amp; Innovation</td>
<td>10</td>
</tr>
<tr>
<td>PD 2 - Organising &amp; Collaboration in New Context</td>
<td>10</td>
</tr>
<tr>
<td>ELP3 - Practice Review and Evaluation</td>
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</tbody>
</table>

BUSINESS DESIGN 2 (BD2) - VALUE & INNOVATION

The component will place the domain in a different contextual setting than the student is familiar with. It presents, discusses and investigates two major areas—trends, tendencies, and globalisation—through the lenses of sustainable business. As such, it is an exploration into what happens in the world related to new challenges and needs, and how to contribute to value creation and innovation. The student will gain knowledge and experience with new ventures and industries, and the changing local/global marketplace by working in partnership with local partners.

PROCESS DESIGN 2 (PD2) - ORGANISING & COLLABORATION IN NEW CONTEXT

The component introduces change management on an organisational level. It emphasises the role of management, efficient organisation and investigation into the concept of 'organisational culture'. It will train the student in the role as project and process leaders within the areas of planning, designing and execution. The student will experiment with different structured approaches to designing processes as a means to collaborate with organisations and groups by investigating the organisations needs and to expanding their capacity for learning and achieving their goals. Various organisational theories are furthered as an interdisciplinary framework for helping the organisation to unfold its potential. Working dynamically as a team with complex and changing assignments, students will explore issues relating to organisations and multiple stakeholders.

ELP 3 - PRACTICE REVIEW AND EVALUATION

ELP 3 focus:

The component furthers and broadens the students' knowledge about how to experiment and work with themes relating to their organisations development and its results from a wide range of perspectives, recognising the connections of the different parts. The students will explore and disseminate how to work dynamically with complex and changing assignments in another culture.
alongside local or international clients, and how to coordinate resources. The students will learn how to understand and communicate the value and impact that is created to their partners and stakeholders.

The organisation created for the semester will be challenged, changed and evaluated during the work and the students will learn to organise for a sustainable and efficient framework for the current and upcoming work in the organization. All projects carried out by the organisation will be solved through team and group assignments, and on an individual level.

**SEMESTER 4 - Components**

<table>
<thead>
<tr>
<th>Component</th>
<th>ECTS</th>
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</thead>
<tbody>
<tr>
<td>BD 3 - Business &amp; Organisations within 21st Century</td>
<td>10</td>
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<tr>
<td>PJD 3 - Craft &amp; Work</td>
<td>10</td>
</tr>
<tr>
<td>ELP 4 - Practice Review and Evaluation</td>
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</table>

**BUSINESS DESIGN 3 (BD3) – BUSINESS & ORGANISATIONS WITHIN 21STC**

The component will introduce a specter of different business approaches from several perspectives within social, ecological and economical directions. The student will be presented to and work with theories and methodologies within innovation and value creation. It is an exploration into what happens in the world related to new business innovations and the value created. The component is a preparation for the student project work with partners and organisations, where the student will gain knowledge and experience with transformative people and organisations within the 21st century.

**PROJECT DESIGN 3 (PJD3) - CRAFT & WORK**

The component provides the student with the opportunity to test and expand the capabilities developed during the programme by executing a collaboration or internship with and in an organisation, or with a master of their own choice. The student will gain experiences from an organisational and subject-oriented context relevant to the programme and the student’s professional profile. The student creates a relation and a contract with a specific organization or a master they find contributes to radical change in the world and within an area of interest for the student. The student arranges all practical matters.

The component provides the possibility for the students to strengthen their networks and craftsmanship, by scoping and executing a project within a specific area for the period with the collaborator.

**ELP 4 - PRACTICE REVIEW AND EVALUATION**

ELP 4 focus:

During the second year, the student will be coached and exposed to techniques and methods for personal development, following the setup from first year, placing more emphasis on the student’s own responsibility and abilities. Throughout the second year, the students will also
continue their training in reflection during practice, as well as their work with group dynamics, social processes, learning and interpersonal relationships.

### SEMESTER 5 - Components

<table>
<thead>
<tr>
<th>Component</th>
<th>ECTS</th>
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<tbody>
<tr>
<td>PJD 4 - Local Possibilities</td>
<td>10</td>
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<tr>
<td>PD 3 - Social Change</td>
<td>10</td>
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<tr>
<td>ELP 5 - Practice Review and Evaluation</td>
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</tbody>
</table>

### PROJECT DESIGN 4 (PJD4) - LOCAL POSSIBILITIES

The component provides the possibility for the organisation to interact and collaborate with the local society by designing and executing a large-scale transformative project in a local context. During the past semesters, the organisation has developed, searched and connected to possible local projects and partners aiming for societal change. During this semester, the organisation will contribute to and practice the development of a concept for sustainable, transformative change.

### PROCESS DESIGN 3 (PD3) - CO-CREATING SOCIAL CHANGE

The component furthers and broadens the students' knowledge and skills around working with, understanding and communicating themes related to the organisational setup of a social laboratory. The students will focus on the platform’s development and investigated its progression from a wide range of perspectives. They will work dynamically with complex, changing assignments and coordinating resources.

The students will learn how to harvest themes related to social change and publish their results.

The component emphasises a focus on sustainable value and impact for the local society, in a way where a project is set in motion and the locals can take it forward.

### EL 5 - PRACTICE REVIEW AND EVALUATION

ELP 5 focus:

This component reviews and finalises the development and operation of the organisation from the past five semesters. Self-assessment, peer-to-peer and external reviews are now internalised processes, and the student designs for the next learning journey within abilities and character. A final outcome is a synopsis for the final semester, describing the student’s direction, research, concept, and learning design. The synopsis should provide a framework and structure to aid the student in clarifying, identifying and synthesising the project concept, along with a plan for the execution of the project throughout the rest of the project period.
SEMESTER 6 - Components

<table>
<thead>
<tr>
<th>Component</th>
<th>ECTS</th>
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<tbody>
<tr>
<td>PD 4 - Enterprising Leadership</td>
<td>10</td>
</tr>
<tr>
<td>BD 4 - Sustainability &amp; Impact</td>
<td>10</td>
</tr>
<tr>
<td>ELP 6 – Practice Review and Evaluation</td>
<td>10</td>
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</table>

**PROCESS DESIGN 4 (PD4) - ENTERPRISING LEADERSHIP**

The component carries the Final Project, as the culmination of both the third year and the entire three-year Enterprising Leadership Programme. The intention of the Final Project is to provide the students with the opportunity and platform to develop their enterprising leadership and have a potentially transformative year by striving towards the following four aims:

- Creating a valuable concept
- Crafting competence as an enterprising leader
- Connecting and contributing to community
- Cultivating the character

In the first part of the semester, the student will increase the understanding of the project field they are working with and their ability to identify opportunities, as well as provide the insights and ideas necessary to form a quality concept. The focus is on the training and development of research skills, tools and methodologies.

**BUSINESS DESIGN 4 (BD4) - SUSTAINABILITY & IMPACT**

The component provides the student with the opportunity to test out and execute the Final Project through all of its phases, from idea to realisation. The student will demonstrate and communicate the project concept: deliverables, results and findings from testing and experimentation, and the value and impact created. The executed concept, methodology, process and learning are all taken into assessment of the Final Project and are seen as tightly interrelated and interdependent. The Final Projects are solved individually or in groups.

**ELP 6 – PRACTICE REVIEW AND EVALUATION**

Throughout the third year the student is supported by various guidance persons; staff, mentors, learning groups and network setup and peer-to-peer coaching is encouraged. Self and external assessment is practiced. The student will fine-tune the ability to make sense of, and act effectively within ambiguous situations, and uncertainty. Continual development with personal learning and self-development techniques, in relation to personal leadership and future platforms.

Throughout the third year, the students will continue their training in reflection during Enterprising Leadership Practice, as well as work with group dynamics, social processes, learning and interpersonal relationships. The students will work with communication in written, oral, and visual form, and the importance of knowing who the receiver is and the need of the recipient.
9) ADMISSION

A minimum of 35 students is allowed to enter The Enterprising Leadership programme each year.

The ambition level of the programme requires a very high degree of independence, ingenuity, communicative and cooperative abilities from the candidates. They should be self-driven and self-motivated due to the expectation that they have a big influence in creating their own education.

The application procedure contains three steps, where each has a set of criteria that must be met in order to enter the next:

1. Documentation of formal requirements.
2. Submission of extended application with special form and content requirements.

FORMAL REQUIREMENTS

The student must turn at least 21 years of age during the first semester and must be proficient in English.

The student must have completed a secondary school education and have a minimum of two years of other relevant experience (i.e. employment, own company, projects, travel etc.). If the student has not completed a secondary school education, they can still be eligible for the programme by documenting other substantial, professional qualifications or relevant practical experience.

EXTENDED APPLICATION

In addition to the minimum requirements there is a need to make sure that the student’s profile matches the programme setup. The application schedule consists of two parts that the student must fill out: a creative assignment and a personal presentation of oneself. There will be variations of this setup in order to keep the application relevant.

The creative assignment is an opportunity for the students to show that they are able to work with a challenging exercise without any given answer. The completion of the assignment is assessed based on how the student solved the assignment, the format in which the assignment is presented, as well as the actual content.

The personal presentation is an opportunity for the student to document:

- The level of knowledge concerning the education they have applied for, what is demanded in order to succeed and what kind of opportunities that exist for their future.
- The necessary motivation and will to finish the programme.
- Any previous achievements that are relevant to the programme and what he or she has done that has led to where they are right now.
• Proof that they have the experience, potential, will, skills and competencies to change, act, create and engage with other people and the world.

• Approximately 70 potential students will be selected and invited to an admission assessment workshop. The selection of these potential students is carried out by a designated group of people, consisting of staff members and enrolled students. The principal, or Head of Studies is responsible for the process and final selection.

ADMISSION ASSESSMENT WORKSHOP

The workshop runs between two to four days, depending on dates and timing. The process is similar to vocational educations such as the police, the military and other creative educations such as the architecture school and the journalism school.

The objective of the workshop is to provide the best possible format for selecting and enrolling students, as well as to provide an opportunity for the applicant to test, to a certain extent, what the programme is all about and determine if it is desirable to them.

The applicants go through a series of individual and group assignments in order to challenge their ability to work independently as well as in a group. The nature of the assignments is analytical and logical, creative, emotional and ethical, communicative and reflective. The purpose is to allow the different sides of the applicant to be shown and observed—in relation to the provided criteria and the evaluation model—to see if they have the necessary knowledge, skills and attitudes to excel during the programme.

There is also a personal interview with the individual applicant where the applicant assesses their own performance during the workshop, personal strength and weaknesses, ambitions and motivation. Staff members are responsible for the interviews.

A team of enrolled students, staff members and externals that have experience in similar processes observes the applicants. The observers undergo extensive training before embarking on this task.

When the workshop is finished, the observers grade the applicants based on their observations under the supervision and guidance of the Head of Studies, or other designated responsible. After that, the observers and other people involved get together and rank the students, based on the grading as well as the application schedules.

The process is a thorough and comprehensive exercise where the quality of the process is monitored and evaluated every year. The principal, or Head of Studies is responsible for the final decision of who is accepted to the programme.
10) EVALUATION, ASSESSMENT AND EXAMINATION

The Enterprising Leadership programme uses various processes and procedures for evaluating, assessing and examine the students. The intention of the procedures is to support and enhance the student’s learning and development throughout their education.

EVALUATIONS

The programme pedagogy seeks to combine practice with reflection, making use of numerous forms of evaluation to support the students in their process. The Enterprising Leadership Practice framework informs the evaluations; personal reflections (supported by materials and methods), self-assessments and peer reviews, along with team wide evaluations, are included. Evaluations are both formative and summative.

The focus of the evaluations can also be extended to evaluate the role of the curriculum and semester design and how it supports the fulfillment of the assignments and the learning process. All evaluations and exams are stored on the intranet, dated and named.

ASSESSMENT AND EXAMINATION

The assessment processes are intended to support the learning and development of the students. The intentions of the assessment and examination procedures are as follows:

- Support and enhance the student’s learning process
- Promote continued learning
- Serve as a foundation for certification of the students
- Be a tool for quality assurance and control
- Exhibit high reliability and validity
- Promote qualifications and ease student mobility
- Provide a description of the student’s performance at the exam

EXAMINATION AND ASSESSMENT PROCEDURES

The examination and assessment procedures follow the Ministerial Order no. 262 of the 20th of March 2007 on the Grading Scale and Other Forms of Assessment.

- Assessment “Pass/Fail” is used if stipulated by the rules for the individual, group and team assignments.
- Assessment resulting in grades are awarded using the Danish 7-point grading scale.
• Assessment of evaluations must be completed and approved to receive a KAOSPILOT degree.

• In addition to the examiner appointed by KAOSPILOT, external assessment is subject to minimum one censor coming from a different institution or company other than KAOSPILOT.

• Internal assessments are subject to continuous assessment and are arranged and managed by the team leaders.

• Peer reviews are organised within a team of students.
The following table illustrates how the components are assessed.

<table>
<thead>
<tr>
<th>Component</th>
<th>Semester</th>
<th>Group size</th>
<th>Assessment type</th>
<th>Censor</th>
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</thead>
<tbody>
<tr>
<td>Project Design I</td>
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</tr>
<tr>
<td>Process Design I</td>
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<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Enterprising Leadership I</td>
<td>1st</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Business Design I</td>
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<td>Enterprising Leadership II</td>
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<td>Project Design III</td>
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<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Process Design III</td>
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<td>Enterprising Leadership V</td>
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<tr>
<td>Enterprising Leadership VI</td>
<td>6th</td>
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</tbody>
</table>
THE 7-POINT GRADING SCALE
Each grade, awarded according to the 7-point grading scale, shall be accompanied by the letter on the ECTS scale, which corresponds to the grade in question on the leaving certificate.

12 OR A FOR AN EXCELLENT PERFORMANCE
• As such: an excellent performance displaying a high level of command of all aspects of the relevant competence areas, with no or only a few minor weaknesses. It can also be a project delivered where all expectations are met and the delivery exceeds, by far, what could be expected.

10 OR B FOR A VERY GOOD PERFORMANCE
• As such: a very good performance displaying a high level of command of most aspects of the relevant competence areas, with only minor weaknesses. It is an accomplishment or a project meeting all expectations, in a satisfying way.

7 OR C FOR A GOOD PERFORMANCE
• As such: for a good, average performance displaying good command of the relevant competence areas, but also demonstrating some weaknesses. An accomplishment or a project where the main points from the subjects, or the project problems are understood and solved in a good way.

4 OR D FOR A FAIR PERFORMANCE
• As such: a fair performance displaying some command of the relevant competence areas, but also demonstrating some major weaknesses. The student displays problems with communicating important areas and conducting independent reflections; alternately, having problems with delivering a satisfying result on the project.

02 OR E FOR AN ADEQUATE PERFORMANCE
• As such: a performance meeting only the minimum requirements for acceptance. The student possesses some knowledge within one or several areas of competence, but with great shortcomings. The student lacks overview, shows lack of independent action, reflection or individual opinions – alternately, are not capable of delivering the project in accordance with the expectations.

00 OR F FOR AN INADEQUATE PERFORMANCE
• As such: a performance, which does not meet the minimum requirements for acceptance. The student has not understood what the subject or the project is all about, is not able to solve the assignment, reflect, make an individual opinion, create relationships or deliver the project.

-3 OR F FOR AN UNACCEPTABLE PERFORMANCE
• As such, a performance which is unacceptable in all respects.
If the student is given a 00, but would be able to receive a 02 with some adjustment or add-ons, the student can be offered an opportunity to submit a written supplement for a specific part of the project. It should be handed in no more than three weeks after the exam.

A student, or a group of students that do not pass an exam, is allowed two additional attempts (three all in all). If the student fails on the second attempt, costs incurred for external censors and guidance are to be paid by the student or group of students. Re-exams, in general, take place no more than three months after the exam and/or take place in a two-week period just before next semester start. Special arrangements, changes or requested additions to this provision will be decided on a case-by-case basis by the Head of Studies.

11) FURTHER STUDIES

Currently, The Enterprising Leadership programme is not officially recognised as a bachelor or master programme. As such, the graduate cannot continue their studies if the desired programme requires, for instance, a bachelor or master degree. However, a Kaospilot can apply with his or her certificate from the KAOSPILOT and supplement with other relevant studies and working experience, although no guarantee can be given from the KAOSPILOT institution concerning success of such an endeavor. There have been ample examples of graduates pursuing master degrees of different kinds in the past.

12) GUIDE AND REGULATIONS

ATTENDANCE AND ABSENCE

Daily attendance is according to the planned schedule provided by the school. Scheduled teaching and training is mandatory.

The student should be present for all activities related to the school and education on an individual, group, team and community level. It is the student’s responsibility to plan and organize their time according to the provided schedule. The student must plan for an average of 40 hours of study related activities weekly.

The student is allowed a maximum absence of 20%. If the non-attendance exceeds this level then credit for the individual course element or discipline is not given on the examination transcript. The Head of Studies can, under special circumstances, allow the student to have another relevant activity credited for the individual course element or discipline. It is the student’s responsibility to give notice about absence to the team and the team leader on a daily basis. The Team leader monitors the attendance of each team.

If a student reaches an absence of more than 20%, or an excessive lack of activity or presence, this will be considered as a breach of contract of the educational agreement and can cause the student to be expelled from the programme. Other alternative actions can be taken instead. However, this is to be agreed upon between the student, the Team Leader and Head of Studies at a meeting, if deemed necessary by the Head of Studies.
In the case of illness that is documented by a medical certificate, the Head of Studies has the ability to give dispensation for absence.

Non-agreed absence during an evaluation will result in a failure for that evaluation. A student may only be excused from an evaluation when the student provides official written proof of a reason for the absence.

**ACADEMIC MISCONDUCT AND APPEALS**

The assessment of students in the programme shall be the responsibility of a group of staff, which consist of—but is not limited to—Head of Studies, Team Leader, internal censors and public censors. The Head of Studies is overall responsible; if he or she is unavailable, then one Team Leader, or the examiner, will assume responsibility.

The staff will meet yearly with representatives of censors and examiners to evaluate the exams and assessment setup. The evaluation will be documented.

**AN APPEAL AGAINST AN ASSESSMENT (EXAM)**

The student submits the appeal to the Head of Studies. The appeal must be in writing, motivated and handed in no later than 2 weeks after the exam.

An appeal must be supported by at least one of the following forms of documentation:

- A statement indicating material administrative error in the conduct of the assessment
- A statement outlining how the assessment was not in accordance with the documented assignment/programme criteria or an agreed upon student-staff contract
- A statement of errors during the examination
- A statement of disagreement over the given grade or the argumentation following the grade
- A relevant medical certificate

The appeal will in most cases be handed over to the evaluators—the examiner and censor—for their opinion on the appeal, but ultimately it depends on the sort of appeal and whom it is relevant to involve. This process can take up to 2 weeks and holidays are not included. Based on the different statements, the Head of Studies will make a written decision. The decision can be:

- Offering a new exam
- Offering a new assessment—setting a new grade and/or new feedback
- Not accepting the appeal
If the student is offered a new exam or new assessment, the student must be informed that the process can result in a lower or higher grade than previous given. The student has 2 weeks to accept the decision and then the new exam process will begin. The final result cannot be appealed.

AN APPEAL AGAINST THE UNACCEPTED APPEAL
The student can choose to appeal against a refused appeal, within 2 weeks of receiving it, by a written argument based on the student’s first appeal and the evaluators’ statements.

A neutral board of public censor, Team Leader and a student representative will treat the appeal and all material related to it. The board’s decision must be writing, motivated and the procedure can take up to two months. The possible outcomes of the decision are the same as above.

If the student is offered a new exam or assessment, the student must be informed that the process can result in a lower or higher grade than the first given. The student has 2 weeks to accept the decision and then the new exam process will begin. The final result cannot be appealed.

If the appeal is not accepted, the student cannot re-appeal this decision; the decision is final.

PLAGIARISM
Plagiarism is the presentation by a student as his or her own work of a body of material (written, visual or oral) that is wholly or partly the work of another. Taking unfair advantage over other students in this way is considered to be a serious offense. Action will be taken against any student who plagiarises, whether through negligence, foolishness or deliberate intent. Make sure written material is acknowledged through the use of quotation marks, references and bibliographies.

DEFERMENT
Applications for a deferment of assessment or interruption of study (postponing your programme of study) must be supported by:

A medical certificate from a registered medical practitioner, or

A statement showing justifiable reasons for any deferment or interruption of study.

Each case is considered on a case-by-case basis and is granted at the sole discretion of the school.

STUDENT BOARD
Students have an opportunity to volunteer and to elect their own representatives. Two student representatives from each team are invited.

Student representatives are invited to attend the Student Board and are responsible to canvass and notify the Board concerning academic issues that have been brought to their attention by their fellow students. Their role is to channel and voice the opinion of the student group concerning issues that may affect their learning experience.
STUDENT STAFF COMMITTEE
The purpose of the Student Staff Committee is to provide a forum for discussion between students and staff, involving in all aspects of the program. A meeting is held once per semester. The membership may include:

- Head of Studies
- Team Leaders
- Student members from the Student Board
- Academic staff assigned to the delivery of the programme modules

The Head of Studies decides whom, if any, from their specific groups should attend.

Minutes reporting discussions, decisions and actions taken at each board meeting are circulated to members, stored and filed.

COMPONENT EVALUATION AND PROGRAMME EVALUATION
Component and programme feedback are conducted throughout each semester of the education. Feedback is continuously asked for and collected from students, external and internal staff, censors, alumni and collaborators by the Team Leaders. Evaluations are planned and executed with the students in each semester. The evaluations are made with a qualitative approach inspired by the appreciative framework. The aim of this feedback and evaluation processes is to elicit views concerning the quality of the components taken.

The outcome and result of feedback and evaluations will be brought to the continuous designing and improvement of the programme by the Team Leaders. Improvement takes place in the development and planning of each semester twice annually and all evaluations are documented and stored.

Head of Studies will handle issues of bigger importance together with the internal staff. If radical changes are made within the curriculum, it will be documented and delivered to Aarhus School of Business for approval within 1 month, prior to the change taking place. Improvements will be listed and delivered once a year.

EXPULSION
The Team Leader can recommend that a student be expelled from the programme if the student is considered to:

- Show a lack of active participation in the classes and project work
- Show a lack of suitability for the programme, understood as unwilling or unable to play a constructive role in the KAOSPILOT learning environment

The student can be expelled, without warning, in the event of gross negligence or unbecoming behavior. The Principal must approve the final decision regarding expulsion.
SABBATICAL
The student can apply for a sabbatical for no more than one academic year. Meaning if the student postpones their return for another year, they will have to re-apply through application process. A sabbatical contract concerning requirements and expectations is made between the student and the Head of Studies.

TRANSFER OF CREDIT
The Principal can, under particular circumstances, allow the transfer of credits from another programme or part of a programme to The Enterprising Leadership programme.

Students from The Enterprising Leadership programme are allowed to shift from one Enterprising Leadership programme to another. The following rules apply:

- It can only be effective as of a new semester beginning.
- It can only be allowed if there is room for the student in the new class (i.e. drop outs, etc.).
- A 6-month trial period applies.

DISPENSATION
The Principal can—after a unanimous recommendation from the Student Staff Committee—dispense from the curriculum’s regulations.
13) DATE OF VALIDATION AND DEVELOPMENT

The new curriculum is approved by the Board of Directors and Aarhus School of Business in 2016 and is effective as of August 2016. In effect, it is only valid for team 23 and the following teams.

The pedagogical staff will develop a procedure for continuous improvement of the curriculum and component description, drawing upon the experiences of the continuous improvement of the 2009-2015 curriculum, and the plan constructed when developing this curriculum, during autumn of 2015 and spring of 2016.